DOCUMENT RESUME

ED 047 586 FL 002 124

AUTHOR Fearing, Percy; Arendt, Jermaine D.
TITLE The Extended Foreign Language Sequence: With Emphasis on New Courses for Levels IV and V.
INSTITUTION Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
PUB DATE 71
NOTE 39p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Advanced Programs, *Advanced Students, Educational Innovation, Instructional Program Divisions, *Language Instruction, Modern Languages, Program Development, Program Planning, *Relevance (Education), *Sequential Programs, Student Attitudes, Student Interests, *Student Motivation, Student Needs, Teaching Guides, Teaching Methods

ABSTRACT

This guide discusses problems that have developed in language programs of long sequence and particularly focuses on possibilities for instruction at Levels 4 and 5. The publication, designed for foreign language teachers, school administrators, and teacher training institutions seeks to strengthen foreign language programs by developing an awareness of the need for curricular innovation relevant to student interests. Appendixes contain suggestions and resource materials concerning: (1) print materials, (2) audiovisual materials, (3) a student interest questionnaire, (4) developing a unit, (5) short courses and unit titles, (6) interdisciplinary courses, and (7) sample course descriptions. (RL)

ED047586

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Extended Foreign Language Sequence: With Emphasis on New Courses for Levels IV and V

FL 002 124

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
ST. PAUL

1971

FOREWORD

The patterns and designs of curricula in our secondary public schools are continually changing. Realignment of course content and refinement of learning processes are constantly underway. A climate for experimentation becomes more evident in our public schools in Minnesota each year. In order to provide assistance to schools, the Division of Instruction prepares and publishes guidelines and other sources of help. Changing school scheduling designs and foreign language enrollment patterns have recently indicated a need for help in restructuring some upper level foreign language courses. Consequently, Percy Fearing, foreign language consultant in the Division of Instruction, was asked to provide a framework for development of guidelines for improving the extended foreign language sequence with special emphasis on Levels IV and V. After this framework was drafted, a contract was awarded to Dr. Jermaine D. Arendt, foreign language consultant, Minneapolis Public Schools, to use it to prepare a draft of the guidelines. When the draft was completed, Dr. Arendt and Mr. Fearing visited classes and workshops for inservice training of foreign language teachers and asked participants for their reactions and suggestions. These were incorporated into the documents. It was then presented to the participants of two different consortia for additional input. Sponsored by the Division of Instruction, the consortia were invitational and included practitioners in Level IV and V foreign language classes. Their input was incorporated into the guidelines to complete the project. The publication is now offered to foreign language teachers, school administrators, and teacher training institutions to use for strengthening their foreign language programs.

Assistant Commissioner of Education

Division of Instruction

TABLE OF CONTENTS

	Page
Introduction	4
The Changing Scene	5
Dreaming the Impossible Dream?	
What's Wrong?	
Competition for the Student's Time	
New Scheduling Patterns	
The College Requirement	
Independent Study	
Goal for Foreign Language Courses	
Improving Foreign Language Programs	
Foreign Languages For All Students	8
Characteristics of a Good Foreign Language Program	
Levels I and II	9
The Junior High School and the Middle School	
General Language Courses	
Level III	10
Help for Level III	
Developing and Maintaining the Long Sequence	11
Developing the Extended Foreign Language Sequence	
Goals	
Materials	
Facilities	
Articulation	
Problems of Maintaining the Sequence	
The Six Year Sequence	
The Four Year Sequence	
Modular Schedules	
Quarter Courses	
Semester Courses	
Levels IV and V	15
The 1965 Guidelines	
Other Courses Types	
Determining Student Interests and Abilities	
Independent Study	
Worksheets	
Learning Packages	
Independent Projects and Small Group Projects	
Conventional Level IV and V Courses	
The Kernel Course and Interest Areas	
The Continuous Progress Course	
Quarter and Semester Courses	
Honors Courses	
Maintenance of Skills	
Interdisciplinary Courses	
Complete Course Taught in the Foreign Language	
Advanced Placement	
Awarding Credit	24
Conclusion	25
References	26
Appendix A. Print Materials	28
Appendix B. Audio-Visual Materials	30
Appendix C. Student Interest Questionnaire	32
Appendix D. Developing a Unit	34
Appendix E. Short Courses and Unit Titles	36
Appendix F. Year-Long Interdisciplinary Courses	37
Appendix G. Sample Course Descriptions	38

INTRODUCTION

In 1965 when *Guidelines for Instruction in Modern Foreign Languages in Minnesota Schools, 4-12* was published there were few intermediate and advanced foreign language classes existent in the state. In the meantime the number of third and fourth year classes has increased considerably. There is evidence furthermore that suggestions given in the earlier guide need elaboration. A number of new fourth and fifth year programs are under development in Minnesota and other states. They promise to make foreign language learning more rewarding for a much larger group of students than ever before.

This guide aims to discuss some of the problems that have developed in long sequences and particularly focuses on possibilities for instruction at Level IV and V.

This guide aims to discuss some of the problems that have developed in long sequences and particularly focuses on possibilities for instruction at Level IV and V.

THE CHANGING SCENE

Dreaming the Impossible Dream?

In other countries of the world elementary and secondary school students customarily are enrolled in extended sequences of foreign language learning. Formerly limited to students of marked academic ability, there is a strong trend at least in Europe to include second language learning in study programs of all except especially handicapped students.

By contrast, in the United States only about 30 per cent of students in grades 9-12 were enrolled in foreign languages in 1969-70. Even more disturbing is the disastrous dropout rate. After the first year only about 60 per cent of those who began a foreign language continued into the second year. About 22 per cent continue into third year, 7 per cent fourth year and 1 per cent into fifth year.

It is clear that the NDEA stimulated revolution in equipment, materials and techniques has not impressed American students to the extent that they are strongly motivated to learn a foreign language.

Since there seems to be little likelihood that foreign languages will become a required part of American education, foreign language classes will have to become more attractive to students if they are going to enroll long enough to acquire strong skills in at least one foreign language.

What's Wrong?

Over the years language classes in American secondary schools have established a rather stereotyped format. In the first two or three years students work on basic skills. A major objective, whatever method is used, is to "cover" the grammar and build a sizeable vocabulary base. In third and fourth years a rapid transition to reading is made and students begin to meet the literature. The format is obviously based on the college model and has the disadvantage that students who are not enchanted with grammar and/or literature study soon are conspicuous by their absence. Unfortunately, in the process, science and mathematics oriented students and the vast majority of average school achievers, to name two large categories, disappear from the sequence if indeed they ever enroll.

Competition for the Student's Time

When students are considering whether or not to enroll in language classes, however, they often feel that they are choosing from among a large number of inviting possibilities. New courses in humanities, philosophy, computer mathematics, work experience, to name a few, have been added lately to the many already alluring electives. Outside of school there are also many diversions that lessen the desire of students to take very demanding study programs.

Foreign languages provide competition for each other as well. When schools offer several foreign languages, there are fewer students to enroll in beginning classes in any one. Furthermore, students often elect to "learn" two foreign languages rather than enroll for an extended period in one.

New Scheduling Patterns

In more and more schools the Carnegie Unit is disappearing. No longer is the credit structure based on a year's enrollment in a class which meets 55 minutes per day. Instead the school day may be broken up into shorter periods of varying lengths. The year may be divided up into quarters or semesters. The new schedules have spawned a further large number of exciting sounding courses. As a result students may pursue their own interests to a greater degree than ever before. Amid titles like Theater Crafts, Black Literature, Urban Problems, and Folk Rock, French IV lacks specificity and does not sound much different from French I, II, and III. The new schedules have not resulted in the automatic increase in foreign language enrollments which many foreign language teachers expected.

The College Requirement

Over the years the major reason given for high school foreign language study was that colleges required some competency for entrance or graduation. Now this argument is losing validity as colleges revise the requirement or drop it completely in the face of student demands. Students want fewer courses, less straitjacketing in their courses of study, as well as in other aspects of their lives. Students will enroll in language if they have a personal interest or need for them, but they resent being required to take them.

Independent Study

Accompanying the new schedules has been increasing stress on independent study, on learning as opposed to teaching. The lockstep, teacher-centered course is giving way to letting the student manage more and more of his learning. With teacher guidance, he is freer to learn what he really wants to know and in his own learning style. With or without formal patterns of flexible scheduling, foreign language courses stressing independent study are under development and trial in many parts of the country.

Goals for Foreign Language Courses

In the past few years it has become increasingly evident that many teacher written course goals had no relevance for students. The new student is less willing than his predecessors to submit to arbitararily assigned activities. Consequently any attempt to state goals should begin with the student. The following are guidelines for setting goals.

1. Teachers should involve students in determining the learning goals. Teachers and students will need to discuss perception of structure in language and life and attitude toward cultural differences as goals in foreign language learning.
2. Class activities should be constantly directed toward using language to learn what the student wants to know.
3. Class activities and independent study activities should be directed toward building "linguistic awareness." Students should know more about language than before they enrolled.
4. Class activities and independent study activities should help the learner build a repertoire of learning skills so that he could learn a third language more easily than the second.
5. Enrolling in a second language should be a valuable exploratory experience in language learning but at the same time provide the opportunity to begin a long sequence leading to competency in the language.
6. The student should develop enthusiasm for learning about other cultures, realize that the world's other peoples have developed many life styles, and recognize that the culture is best penetrated through the language of the culture.

Improving Foreign Language Programs

As indicated above the millenium in foreign language learning has not been reached. However, foreign language programs can be improved. Below are suggestions that are not necessarily expensive or otherwise difficult to initiate. They promise to pay off.

1. *Provide opportunity for foreign languages and other offerings to coexist in the school day.* Some new scheduling patterns make it possible for students to enroll in many more than the normal 4 or 5 subjects.
2. *Build a strong 3 (or preferably) 4 year program in one language in preference to 2 year programs in several languages.* The longer sequence will attract a more qualified teacher and continue long enough to develop a fair degree of competency in the learner.

3. *Know the students.* Aptitude tests, attitude questionnaires, interest inventories and teacher-pupil discussions provide the opportunity to find out what students want to know.

4. *Make foreign language classes interesting and relevant to a broad spectrum of learners.* This last point is more easily stated than carried out, but it is the key to keeping students enrolled in the extended sequence. The major part of this bulletin will be directed toward investigating ways that teachers can make courses maximally interesting.

7

FOREIGN LANGUAGES FOR ALL STUDENTS

Characteristics of a Good Foreign Language Program

If foreign languages are going to appeal to and hold more students they must be characterized by the following:

1. There must be abundant successful experiences for all learners.
2. Increments of learning must be small and measurable.
3. Programs must include a variety of learning experiences for a variety of learning styles and rates. There should be opportunity to learn by listening, speaking, reading, writing and viewing.
4. Learning materials should be multi-sensory with integrated films, filmstrips, games, recordings as well as texts and workbooks.
5. Learning should be challenging, not frustrating or boring.
6. The foreign language should serve as a medium of instruction and interaction in class.
7. All levels should focus on the diversity of interests among students.
8. The teacher must be convinced that all children can learn foreign languages.
9. Names of courses should more accurately reflect the content of a quarter, semester or year. French followed by a Roman numeral (i.e. French III) is not enough to inform and interest students.

8

LEVELS I AND II

Any discussion of intermediate and advanced level foreign language courses cannot ignore completely the beginning levels. Successful beginning courses are crucial to development of long sequences in two ways. Good beginning classes build strengths and knowledges that enable students to cope with further studies. It is generally believed that a certain amount of material is best presented sequentially for efficient learning of basic skills. Certain new integrated materials seem to organize learning in such a manner. Important also is the role of beginning classes in building and sustaining interest in language learning.

The Junior High School and the Middle School

More 7th and 8th graders than ever before are enrolled in language classes. As middle schools grow in number, students are beginning language learning in the 6th grade or lower. Language teachers when planning instructional programs for these young learners should keep in mind the purposes of the junior high school and middle school. These schools are dedicated on one hand to continuing broad educational development from the elementary school and on the other hand to exploratory experience. To these might be added the secondary purpose of building a bridge between the elementary school and the high school.

Foreign language classes, unless they are continuing elementary school foreign language programs, are exploratory in nature, but *they must be honest exploration.* As a result of middle school and junior high school foreign language programs:

1. The student should find out what language learning is really like.
2. He should be able to build on this experience in a long sequence and/or learn better another foreign language.

General Language Courses

Courses in so-called "general language," which introduce the student to a number of foreign languages, do not meet the above criteria. They are not truly exploratory, for the experience with each language introduced is too short.

They are, furthermore, based on false premise, that is, that a few weeks contact with a number of languages will enable a student to choose the best one for him to study for a number of years. Perhaps the most dangerous aspect of general language courses is that regular language courses may be judged by the activities in a general language class. They may have a negative effect on the foreign language program. At their best general language classes can only be less valuable than longer experience, taught by a well-trained teacher using a variety of stimulating materials.

LEVEL III

Help for Level III

Although most foreign language curriculum guides and outlines of sequences do not show programs that have less than four levels, three-level sequences exist in a majority of Minnesota schools. When the Level III course is a part of a four or more level continuum, it usually serves as an intermediate and transitory step. However, in most Minnesota schools, it exists as a terminal foreign language experience for many students. The typical Level III course uses as its basic design and material the third level book of a modern textbook series. In an alarming number of cases the high attrition rate between Levels II and III indicates that there is some disenchantment with the materials and the format. In some smaller schools there is difficulty getting even enough enrollment to justify a Level III class. Teachers and students in these situations might profit by reviewing some of the suggestions in this document for improving Level IV and V classes to see if they might have some implications for strengthening the Level III program. When a foreign language staff decides to explore these possibilities, they should do so in cooperation with prospective Level III students. This means that alternatives suggested on pages 15-23 should be made available to students to study before they sit down with staff members in joint planning sessions.

10

DEVELOPING AND MAINTAINING THE LONG SEQUENCE

Developing the Extended Foreign Language Sequence

As schools set out to develop four and five year sequences they must initially anticipate a number of basic problems. The first is finding competent staff. For junior high and middle school students, teachers must be found who really understand how to interest younger students in language learning and who want to teach them. These teachers must, as well, have good language skills including good pronunciation and intonation. Teachers for upper levels must be fluent and have a good background regarding life in the foreign country so that they can teach more than literature and grammar. All teachers employed must be able to accept the basic philosophy and objectives of the district's foreign language program and be willing to use the basic learning materials which have been adopted. With the present excellent supply of certificated personnel, administrators should have no difficulty securing teachers who fit these qualifications.

Goals

Once staff has been identified the teacher or teachers must settle on goals for each year of instruction and goals for the entire sequence. These goals will probably have to be modified as teachers and students plan together for specific learnings. The goals must also be modified to fit individual learning rates and styles. However, teachers will become more and more skillful at planning general guidelines within which classes can operate without being strait-jacketed. Clearly stated goals give the whole sequence a sense of direction and help avoid frustration as students move from one level to another in a continuous progress curriculum.

Materials

Through each level of the sequence the teacher should have access to a wide variety of textbook related materials. Such materials enable the teacher to choose those which are particularly suitable for individuals and groups of learners. They enable the teacher to provide variety in the learning experiences. Lastly, they allow the teacher to choose the best materials for teaching or reinforcing a particular concept. Films, for example, are the best way outside of living in a foreign country of learning how speakers of a foreign language live and how they behave as they use their langauge. Tape recordings, for example, may be the best way of focusing on how languages sound, and so on.

Facilities

Because of the difficulty of conveying the sounds and images of a foreign culture, foreign language teachers have embraced the use of technological media as perhaps no other discipline. Therefore, certain items of equipment, a tape recorder, record player, and overhead projector should be permanently assigned to the foreign language classroom. The language classroom should have its own screen. A 16mm film projector should be available for class use when needed, sometimes for extended periods.

The language classroom should be located in a quiet area of the school since much learning depends upon adequate oral communication among students and among students and teachers.

Moreover, new programs that depend to a considerable degree upon independent study, require adequate spaces for individual and small group activities. Resource centers should be provided with books, filmstrip, slide, and film projectors, tape recorders and record players. Teachers and administrators planning new facilities should examine *Foreign Language Facilities Workbook* (Fearing, 6).

Articulation

A test of planning for the extended sequence will be the ease with which students move from one level to another. In many school districts learners may begin foreign languages in several schools and even at several different grade levels. Yet normally at some point they will come together and need to learn together. Unless the entire sequence is ungraded independent study, students must learn similar material in a similar way, but at the same time in a way consistent with their maturity and learning style.

No matter what approach is used, individual differences in achievement will develop. Such differences also occur as one develops competence in his native language. The teacher must accept the differences and develop ways to cope with them. We will examine later some ways of coping with individual differences.

Problems of Maintaining the Sequence

Once begun, the extended foreign language sequence will need continuing teacher and administrator attention to guarantee its success. The administrator can help by maintaining or developing a school schedule which makes it possible for the student to take foreign languages and other desired electives, as well as required courses. He will avoid scheduling the only third, fourth or fifth year language section at the same time as single sections in other subject areas highly desired by a single group of students. He will encourage the teacher to develop, purchase and rent materials which supplement the basic text.

The major responsibility for maintaining the sequence must fall upon the teacher. He must work with his colleagues and students in shaping goals and evaluating instructional programs. The teacher must be alert to loss of student interest and quick to adjust to it. If the learning materials become boring he must find new ways of presentation and practice. When units of work are too long, the teacher must restructure the material into digestible size elements. Methodological dogma and uninteresting subject matter must be cast aside when the teacher sees that students have become bored.

The Six Year Sequence

As indicated earlier, schools are moving away from the so-called Carnegie Unit into experimentation with a variety of scheduling patterns. The result has been the development of many different foreign language formats and sequences. Instead of measuring foreign language achievement in terms of years of study the profession has come to speak of "levels". An arbitrary term, a level approximates the amount of language which might be learned in a year of study under the Carnegie Unit by an average student.

Figure 1 shows three typical six year sequences. In one case grades 7 and 8 are level I and grade 9 is level II. In this example the student may complete 5 levels by the end of the 12th grade. In the second case the sequence is the same except that in the 11th and 12th grade exposure is reduced and the student completes only 4 levels. In the third instance the entire junior high program is considered to be one level allowing the student to complete a total of four levels by the end of 12th grade.

Figure 1

The Six Year Sequence

Level I	7, 8 (½ hour per day for 2 years)	7, 8 (½ hour per day for 2 years)	7, 8, 9 (½ hour per day for 3 years)
Level II	9 (45-50 minutes daily)	9 (45-50 minutes daily)	10 (45-50 minutes daily)
Level III	10 (45-50 minutes daily)	10 (45-50 minutes daily)	11 (45-50 minutes daily)

Level IV	11 (45-50 minutes daily)	11, 12 (approximately 2½ hours weekly)	12 (45-50 minutes daily)
Level V	12 (45-50 minutes daily)		

The Four Year Sequence

Figure 2 depicts two sequences spread over a four year sequence. In the first the student takes the language one hour per day over a four year period. The second sequence spreads level III over a two year period by cutting the amount of class time per week. Foreign languages are alternated with another subject in this version.

Figure 2
The Four Year Sequence

Level I	9 (45-50 minutes daily)	9 (45-50 minutes daily)
Level II	10 (45-50 minutes daily)	10 (45-50 minutes daily)
Level III	11 (45-50 minutes daily)	11, 12 (approximately 2 ½ hours weekly)
Level IV	12 (45-50 minutes daily)	

Modular Schedules

The modular schedule does not necessarily change the foreign language sequence. Since it usually aims to equal achievement under traditional schedules, the sequence probably will stay intact even though some formal classroom instruction may be replaced by increased independent study, small group work and tutoring. Only if the modular schedule results in markedly different achievement from the traditional will one wish to redraw the sequence chart.

Quarter Courses

The "quarter" course is a most recent arrival on the secondary scene. Under the quarter system the normal school year is usually divided into 3 quarters of 12 weeks in length. Subject offerings may then be also offered in quarter form and carry special titles. Some advantages seen for this organizational form seem to be:

1. Students have shorter term goals than under the annual organization.
2. Courses can be more easily tailored to student needs and interests.
3. Goals may be more specifically stated.
4. Courses may be more stimulating to teachers and students.
5. Students may be easily accelerated or may make up unsatisfactory work without repeating an entire year.
6. Students may enter the school program at the beginning of any quarter and begin at their level.

Figure 3 illustrates how the quarter course might operate in a school at Level IV assuming that enrollments in each quarter justified the many Level IV classes. Quarter courses and semester courses have especially intriguing possibilities for intermediate and advanced classes.

Figure 3
The Quarter Course

Level IV	Fall — Level IVa		
	Winter — Level IVb	Level IVa	
	Spring — Level IVc	Level IVb	Level IVa

Semester Courses

The true semester organization has many similarities with the quarter organization. It divides the year into two discrete terms and courses are tailored to fit each semester. Figure 4 illustrates the semester organization for Level IV.

Figure 4

The Semester Course

Level V	Semester I	Level IVa	
	Semester II	Level IVb	Level IVa

14

LEVELS IV AND V

As indicated in the preface, despite the high dropout from foreign language courses there are more Level IV and V students than ever before. The section entitled "What's Wrong?" states that the majority of these courses stress literature. It might be added that the literature is often what the teacher feels is respectable, that is, it is old, difficult to understand, and written by an acknowledged master. If one stops to consider the number of Americans who choose to read such literature written in English, he will be able to judge the probable appeal of the typical Level IV foreign language class.

The 1965 Guidelines

Guidelines for Modern Foreign Languages in Minnesota Schools, 4-12, published in 1965, stressed the unit approach to teaching foreign languages. Most of these suggestions are still valid. The guidelines for unit construction are applicable to many of the new type courses suggested below. The suggestions for building a unit of instruction are reprinted in Appendix D.

The 1965 guide also suggested interdisciplinary courses, a suggestion which many teachers have accepted. Developments have gone so far beyond the original suggestion that a whole new section below treats anew the interdisciplinary course.

Other Course Types

In addition to unit type instruction and interdisciplinary courses the following kinds of teaching and learning are currently gaining favor: Individually Prescribed Instruction (IPI), Maintenance of Skills (MOS), Honors Programs, and Quarter and Semester Courses. A third type, Advanced Placement (AP), is not new but needs to be mentioned as another possibility for selected students at Level IV and V. Characteristic of each type of program is that it tries to let students see a payoff in terms of what they want to know.

Determining Student Interests and Abilities

Much can be learned about students from cumulative records kept in school guidance offices. Information more specifically of use to the foreign language teacher can be gathered by the teacher, himself. Attitude questionnaries of use to the teacher have been developed by the Northeast Conference on the Teaching of Foreign Languages. The questionnaires are published in the 1970 Reports of the Working Committees or may be purchased separately in quantity (Cadoux 3 and Jakobovits, 9). Another questionnaire of possible use to the teacher may be found in Appendix C.

While previous grades are a good indication of probable continuing level of success in language classes, they omit much pertinent information. A cumulative record of foreign language achievement for each student could be helpful in pinpointing strengths and weaknesses. Such a record could be used in conferences with the student and be passed along to teachers at higher levels. Foreign language aptitude tests (Carroll, 4 and Pimsleur, 12) provide similar information. Authors of these tests suggest ways that the tests can anticipate learning difficulties and permit teachers to choose appropriate teaching strategies for given learners. *Aptitude tests should not be used to screen students out of a language sequence but for diagnostic purposes.*

Independent Study

A major objective of the foreign language sequence is to motivate the student to learn how to use the language for his purposes. This guide lays great stress on planning with students to find content in which they have great interest. Also very important is that the student learn how to work independently and be proud of that independence. To begin with teachers must condition learners to be responsible for their own learning. *Initial*

independent assignments may have to be short with limited goals. Students can learn to work with worksheets then move to learning packages and finally to independent projects.

Worksheets

Worksheets guide the student through a short learning experience. They are of many types: fill-ins, multiple choice, true-false, question-answer and so on. A good worksheet has the following characteristics:

1. The objectives are clear to the student.
2. The instructions are clear.
3. The exercises are an integral part of the student's learning program. They are not busywork.
4. The worksheet enables the student to present evidence of his having done the exercise.
5. The worksheet leads to group activities that test student learning.

Learning Packages

The trend toward individual study has led to the development of integrated self instructional kits titled "Learning Activity Packages," "Minipacs," or "Unipacs". A "package" contains a statement of major and minor concepts to be learned, behaviorial objectives, a pretest, learning activities and a post test. There are often opportunities for the student to go beyond the learning package in extra "quest" activities. Learning packages may be purely supplementary and cover discrete and unrelated topics ar they may be an integral part of an instructional program. Many Minnesota foreign language departments have developed and successively used learning packages on a variety of subjects. Teachers interested in examining some of the existing units should write to the Bloomington Schools, the Minneapolis Schools, the Robbinsdale Schools, and the White Bear Lake Schools (Arendt, 1) and the University of Minnesota Foreign Language Curriculum Center.

Independent Projects and Small Group Projects

When students undertake independent and small group projects there is danger of aimless drifting. Therefore, the teacher must be a part of project planning and must keep in touch with students working on their own. Steps in planning a project are as follows:

1. The teacher and the student(s) decide on the topic or project area.
2. The teacher and the student(s) formulate objectives for the project.
3. The teacher and student(s) formulate a number of specific questions to be answered.
4. The teacher and student(s) identify a number of likely sources for study.
5. The teacher and student(s) determine the final form of the report.
6. The teacher confers with the student(s) from time to time regarding progress and to give help as needed.
7. The teacher and the student(s) together evaluate the final product.

Conventional Level IV and V Courses

In recent years publishers have developed complete four level foreign language sequences. These sequences often include a rich variety of materials including texts, workbooks, teachers' guides, tests, films, filmstrips, transparencies, posters, flash cards, and so on. Many teachers are going to wish to use these commercially prepared materials adapting them as necessary to their local needs.

Merits

1. Courses are planned by teams of authors and usually reviewed by consultants including native speakers.

2. The courses include many materials which no single teacher can prepare.
3. The teacher merely needs to supplement and adapt the materials to his students thus saving time otherwise needed for original preparation.
4. The conventional course plans for a sequential development of skills in an articulated program.

Some Difficulties

1. The faith engendered by prestigious author teams and publishing houses is sometimes misplaced.
2. Authors may be unduly influenced by prevailing dogma and what they feel will sell rather than the need of the learner.
3. Unit topics often fail to arouse high interest among learners. They are never adequate for dealing with individual differences in aptitude and interest.
4. Considerable modification may be necessary at the local level to satisfy needs there.

Individual Enrichment

The teacher can improve the conventional course by supplementing it to improve learning of basic material and/or to make basic material more interesting. Supplements may take the following forms:

1. Students as a group or individually may view films, slides and filmstrips which relate to the topic.
2. Students may listen to recorded materials which are typical of the foreign culture: interviews, newscasts, speeches, popular songs, excerpts from plays, commentaries and so on. (Arendt, 2). This may also be done with the whole class or any part of it.
3. Individual students may work on learning packages available from the teacher or on file in the library or resource center.
4. Small groups and individuals may undertake projects. Some possible projects are preparing reports for class presentation, presenting skits, recording radio plays and producing film and video tape productions.

In the conventional course the regular class activities may require up to 90 per cent of the time devoted to foreign language learning. The enrichment activites may take ten per cent of the study time.

The Kernel Course and Interest Areas

This type of course varies from the conventional course mainly in the proportion of time devoted to work in interest areas. Thirty per cent of the total time is devoted to minimum essentials: work on structure as needed, cultural materials including films and songs, plus student presentations from their interest areas.

The remaining 70 per cent of the time students will work in small groups and on individual projects. Usually interest areas will be chosen by the students from a list provided by the teacher. Guidelines for independent projects may be developed beforehand by the teacher or developed by the teacher and student(s) planning together. Steps in planning work in the interest area (sometimes called the "major") are (1) Choosing the topic, (2) Determining the objectives of the project, (3) Identifying the resources, (4) Selecting the activities, (5) Choosing a suitable culminating activity.

Topics which might make up the interest areas are endless. Below are listed a few possibilities.

Foreign Correspondence	Advanced Placement
Business German	Fashions
Music in the Spanish Speaking World	The French Contemporary Film
Grammar Review	The Radio Play
The Newspaper in France	A Major Writer
Contemporary Mexico	A Trip to France
The Theater in Germany	Foreign Cooking
Sports in the Soviet Union	Humor

Merits

1. There are continuing opportunities for the class to meet as a whole.
2. The student chooses largely what he wants to learn.
3. The student may elect how he wants to learn the materials.
4. Students may work at their own rates.

Some Difficulties

1. Some students may not learn well without constant teacher direction.
2. Some class cohesiveness and spirit may be lost.
3. An extensive collection of study materials is necessary.
4. The teacher must adjust to the fact that he cannot be the expert in all the interest areas.
5. There is danger that the cultural island atmosphere may be lost.
6. Because of the many activities going on at one time learning could be enhanced by paraprofessional assistance for the teacher.
7. Developing guidelines for individual interest areas is time consuming. Teachers need to share with others to avoid wasteful overlapping.

The Continuous Progress Course

The Continuous Progress Course does not necessarily differ from the conventional Level IV course in content. The major distinguishing characteristic is that students move through the material individually or in small groups at different rates of speed (Fearing, 7). On the other hand, it is possible and desirable that attempts be made to set up groups by interest even though much course material will be part of a common study plan. In the continuous progress program students receive a course outline which lists the major areas and assignments. Suggestions should be made regarding due dates for assignments. Grades can be calculated on a formula which considers content covered and test grades. Assignments are ideally short, allowing the student to complete them in a day or two and the teacher to evaluate them regularly.

Merits

1. Each student may proceed at his own rate.
2. Students are freer than normal to apply their own best learning style.
3. The student is responsible for his own learning.

Some Difficulties

1. The course is not necessarily more interesting than normal.
2. The teacher needs more preparation time than normal.
3. Students vary in their willingness to accept responsibility for learning.
4. The teacher must be especially fluent and flexible for it is impossible to anticipate the many instructional problems.

Quarter and Semester Courses

Quarter and semester courses give the foreign language department the opportunity to offer choices to students. Short courses are written that focus on areas thought to be of interest and value to youth. These "mini-courses" are based on the idea that motivation is more important than academic ability in determining success in learning. They may appeal to vocational or avocational interests. The student indicates his first, second, and third choice among a number of electives and based on student choices a number of the offerings are finally taught.

Because more courses than formerly are taught in each language at a given level each elective probably meets less often with the teacher than in a conventional class. All students of a level, for example, may be scheduled together, but several days per week members of each "mini-course" will study independently or meet in a group without the teacher. A common thread (i.e. parallel grammar review) may run through all foreign language electives at a given level. On the other hand, students from several levels, such as Levels IV and V, may be scheduled together by elective and the teacher will deal individually with remedial needs.

Teachers should note that providing quarter or semester courses in foreign languages may be a matter of survival if the rest of the school goes on this kind of schedule.

Merits

1. The student chooses what he wants to learn.
2. There is a variety of courses to match changing student interests.
3. The student works for shorter term goals.
4. Classes are probably smaller than normal.
5. The teacher may build and teach some courses in his special interest areas.
6. Structure and vocabulary are dealt with as they become obstacles to the learner trying to achieve his goals.
7. Some student schedules do not allow them to enroll in the foreign language for the entire school year. However, in the quarter plan they can take only one quarter, two, or all three.

Some Difficulties

1. Some students may be disappointed because they cannot enroll in their first choice.
2. Sequential development of skills is difficult.
3. Some students may not be able to cope with the responsibility of independent study.
4. The teacher probably has more preparations than normal.
5. The school must have an especially rich assortment of learning materials.
6. If the student does not enroll in foreign language during all quarters of the school year, considerable loss of skills may occur in interim periods.
7. There is a tendency to develop courses mainly for the very able student.
8. Because development of courses is so time consuming, teachers should share their work and when possible work together as teams. Possible quarter and semester courses are many. Topics suggested under the previous section are also possibilities here. Below is a partial list of further possible titles. See also Appendix E.

Art in Germany	Reading the Masters
Parlor Games	Tourism
Current Events from French Sources	Communications Media
Scientific German Through Films	Black Literature in French
The Problem of Poverty in Latin America	Reading for Fun

Honors Courses

A further development in the area of independent study is the "honors course". An honors course is set up for one of the following purposes:

1. To satisfy needs of individual students who want to work independently in an interest area rather than engage in whole class activities or in group projects.
2. To allow students to continue language learning even though their class schedule does not permit them to attend foreign language classes regularly or at all.

In the honors course format, a student develops an independent study program under the guidance of the teacher. After goals and activities have been worked out and some resources identified, the student may "contract" to do the work. In this case he actually signs a contract which may also be signed by his teacher, his parents, and the school principal. The contract specifies the amount of work to be done, a time limit and the number of credits the student will earn upon satisfactorily completing the work. Often in the course of a school year the student may undertake a number of projects each performed after a previous project is completed. Credit arrangements may vary greatly from student to student some spreading a semester's credit over a full year, others earning more than a year's credit in a normal 9 month school term. Some students may work harder one semester than another depending upon commitments.

Once in the program students report to the teacher as needed, reporting progress, getting help, evaluating their work. In the main, they work independently in the resource center, language laboratories, libraries, and at home.

Merits

1. The honors course allows the greatest possible leeway in individually prescribed instruction. The student chooses an area of great interest to him, may work on a skill of most interest to him (i.e. reading) and adopt study techniques he likes best.
2. The student gains an opportunity to develop self reliance in his study program.
3. Students who otherwise could not enroll in a foreign language course may continue to do so.

Some Difficulties

1. Students may miss the classroom atmosphere and become discouraged working alone.
2. The social benefits of normal classroom activities are missing.
3. The student may waste much time before the teacher discovers he is floundering.
4. An unusually rich supply of material must be available for student use plus some electro-mechanical devices that students may operate themselves.

Many of the topics suggested under previous courses are also possibilities as honors courses. See Appendix E for an extended list of topics.

Maintenance of Skills (MOS)

For years foreign language teachers have been troubled about students who begin a foreign language and then for whatever reason drop it before graduation often intending to pick it up again in college. This hiatus between secondary and college foreign language courses results in a substantial decline in skills and subsequent poor achievement in college. The maintenance of skills (MOS) program offers remedy (Grittner, 8). The main objective for the student is to avoid losing skills acquired previously in a language sequence.

20

MOS permits great flexibility in student time commitment and effort and in credit awarded. Students may earn no credit at all, fractions of credit or, regular credit depending upon achievement.

Merits

1. Maintenance of skills programs allow the student to retain skills even though he is not in a formal program.
2. The program may be the only possibility in a school which cannot offer a regular intermediate level course.
3. MOS allows the student to fill the amount of time he has to spare.
4. The student may select his favorite activities.
5. The teacher and student have great flexibility in working out credit.

Some Difficulties

1. Motivation is difficult to maintain over an extended period.
2. The teacher must usually work with the student over and above his regular teaching load.
3. Competition of other activities is a constant threat to the MOS program.

Activities in the MOS Program

Since success of the maintenance of skills program depends on continuing high student motivation, activities should be as diverse as possible. If possible there should be group work, paired learning and individual projects. Activities might include:

Directed Reading, Listening, Viewing

Directed Writing

Aide Work in Foreign Language Classes

Summer School Attendance

Summer Camp Attendance

Seminar Attendance

Newspaper Production

Pen Pal Correspondence

Preparing Taped, Filmed or Slide Presentations

Interdisciplinary Courses

For years many teachers of intermediate level foreign language courses have helped their students identify and learn from foreign language materials that are pertinent to another of the student's courses. In this kind of program the student works on a problem taken up in the other course and contributes to both courses. Several languages and cultures become involved. Such interdisciplinary work requires cooperation between the teachers in the several fields.

More recently the search for a variety of significant materials has led many schools to teach part or all of another subject matter course through the foreign language. Material from other disciplines may be incorporated in units in a year-long foreign language course, or an entire course may be taught through the foreign language (Ort and Smith, 11).

Unit-type Interdisciplinary Courses

Advantages and disadvantages of the two types of course are quite different. Thus they will be treated separately.

Merits of Unit-type Interdisciplinary Course

1. The course can treat a wide variety of topics chosen by the teacher and students planning together.
2. All students are likely to be stimulated at least part of the time.
3. Language skills are used to learn meaningful material from another discipline.
4. Opportunities exist to point out cultural contrasts.
5. The teacher can draw upon the expertise of colleagues in other subject matter fields.

Some Difficulties

1. The teacher may find his own background quite inadequate for some topics.
2. Material at a suitable level may not be readily accessible for some topics.
3. Unit construction is quite time consuming.

Complete Courses Taught in the Foreign Language

When a complete course is taught in a foreign language many persons are involved in the planning. The planning will include: members of the foreign language department and other departments involved, the principal, and perhaps curriculum directors and even the superintendent.

Merits

1. The competition for time in the school day is lessened.
2. The student may earn credit in either of the two areas and/or fulfill a requirement through the foreign language.
3. Language skills are used to learn meaningful material from another subject area.
4. The student may benefit from seeing the subject matter through a uniquely different point of view.
5. Use of a wide variety of materials is possible.

Some Difficulties

1. It is difficult to find a teacher who is fluent in the foreign language and qualified in another subject area.
2. Students are confronted with material for which they may not yet have satisfactory language or educational background.
3. Many students may not be particularly interested in the discipline chosen to be taught through the foreign language.
4. The school must identify and purchase a broad selection of print and non-print study materials.

Many of the course titles listed under previous sections describe courses that are interdisciplinary in nature. Appendices F and G list a sizeable number of titles appropriate for units and short courses as well as a number suitable for year long courses.

Advanced Placement

Several times earlier in this guide Advanced Placement has been suggested among other alternatives for units, short courses or honors courses. The Advanced Placement Program has as its objective providing increased competence in the use of a foreign language and knowledge of literature and culture for the academically gifted and highly motivated 11th or 12th grade high school student. Participating students must have the maturity for college level work. Each year there are opportunities for students to take advanced placement examinations leading to opportunities for gaining college credit and advanced placement in foreign language courses of many colleges and universities (College Entrance Examination Board, 5).

Teachers for Advanced Placement Courses

The teacher for the Advanced Placement course must be specially qualified. The character of the course demands an interest in the program, a readiness to teach at the college level, fluency in the language, residence abroad, ability to present and interpret literature and willingness to devote extra time to the course.

Students in Advanced Placement Courses

Students chosen for Advanced Placement courses also need special qualifications. Selection should depend upon teacher recommendation, parental consent, and evidence from school records. The student's academic potential must indicate that work in other subject areas will not suffer from the Advanced Placement workload. There should be evidence of emotional maturity, good work habits, eagerness to take the course and intellectual curiosity. Home conditions should allow for concentrated study at home.

Merits

1. The course offers an opportunity to provide special opportunities for the gifted college bound student.
2. The student may earn college credit while still in high school.

Some Difficulties

1. Understanding and interpreting the literature may require a maturity and language competence not likely to be found among senior high school students.
2. Even though some students may profit, there is a tendency to include students for whom the program is too demanding and/or uninteresting.

Content in Advanced Placement

Content for the Advanced Placement Program is suggested in the course outline prepared by the College Entrance Examination Board. It is important to stress, however, that many decisions about content will have to be made by the classroom teacher who knows his students, their interests, and abilities. Many teachers of advanced placement courses also use contemporary magazines, newspapers, slides, filmstrips and films.

Class Organization in Advanced Placement

Because of the small number of students who can benefit from the Advanced Placement Program it is unlikely that many schools will be able to form separate classes for these students only. Occasionally groups of schools form a class to which they send qualified students. Most often the Advanced Placement Program is conducted along the lines suggested for the honors program. At intervals students meet separately or in a very small group with the teacher but most of their time is spent in independent study. In this case allowances should be made in the teacher's assigned schedule so that conference time does not have to come out of the teacher's preparation period.

AWARDING CREDIT

Traditionally senior high schools have awarded credit according to the "Carnegie Unit." Under this plan students received a credit for satisfactory completion of a class meeting for approximately one hour per day for a school year. Now flexible schedules have changed this arrangement, for students commonly spend fewer hours in class but receive full credit because of presumed increased independent study.

Some schools are awarding credit based on satisfactory completion of a set amount of work regardless of how long the effort takes. Thus the student may work at his own rate, completing the work in less time than formerly required or perhaps taking much longer. Many of the courses suggested in this guide might offer credit under a "contract" system whereby the student agrees to complete satisfactorily a certain amount of work within a given period to earn a given grade.

Quarter and semester courses present no special problems for accreditation if the student always enrolls in one quarter or semester course per term. However bookkeeping problems arise when students take several or all of their foreign language courses in one term or when they take only one semester or one or two quarters in a school year. In the latter case it must be possible to award partial credit.

In any case it appears wise to offer students a "pass-no credit" alternative in intermediate level courses. Such a choice means that the student can devote the time he can afford for foreign language learning rather than feel pressured to drop out if he cannot excel. The high achiever in language is likely to continue to want a grade, of course.

CONCLUSION

As we have seen, foreign language sequences need strengthening. Their primary weakness is an inability to hold students resulting in a 93 per cent dropout by Level IV. There is an obvious need at all levels to make foreign language learning rewarding to American high school students.

In order to attract and hold students each level of language learning must offer something new and challenging. The image of language courses will be brightened by more stimulating and descriptive course titles, content which is directed at student interests and opportunities for students to plan their learning with the teacher and develop and use skills which they regard as important.

A number of new course formats offer an opportunity to make intermediate and higher levels quite different from beginning levels. All of these place increasing responsibility for learning on the student. Though these formats have not been used widely, initial trials are very encouraging. They can hardly be less successful than many current programs.

REFERENCES

1. Arendt, Jermaine D. *New Scheduling Patterns and the Foreign Language Teacher.* Focus Report 18. New York: MLA/ERIC 1970.

2. Arendt, Jermaine D. "Sound Recordings," 28-45 in Miles F. Edgerton, Jr., ed., *Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids.* Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages. New York: MLA Materials Center, 1969.

3. Cadoux, Remunda, ed., *Foreign Languages and the New Student.* Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages. New York: MLA Materials Center, 1970.

4. Carroll, John B., and Stanley M. Sapon. *Modern Language Aptitude Test.* New York: The Psychological Corporation, 1959.

5. College Entrance Examination Board. *Advanced Placement Program: Course Descriptions.* Princeton, New Jersey: The Board. 1970.

6. Fearing, Percy, ed. *Foreign Language Facilities Workbook.* St. Paul: Minnesota State Department of Education, 1970.

7. Fearing, Percy, *Nongraded Foreign Language Classes.* Focus Report 4. New York: MLA/ERIC 1970.

8. Grittner, Frank, *Maintaining Foreign Language Skills for the Advanced Course Dropout.* Focus Report 1. New York: MLA/ERIC, 1968.

9. Jakobovits, Leon A. "Foreign Language Attitude Questionnaire Forms S1 and S2," 18-30, in Remunda Cadous, ed., *Foreign Languages and the "New" Student.* Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages. New York: MLA Materials Center, 1970.

10. Ladu, Tora; et al. *Teaching for Cross-Cultural Understanding.* Department of Public Instruction, Raleigh, N. C., 1968.

11. Ort, Barbara A. and Dwight R. Smith. "The Language Teacher Tours the Curriculum: New Horizons for Foreign Language Education," *Foreign Language Annals,* 3:28-74, October, 1969.

12. Pimsleur, Paul. *Pimsleur Language Aptitude Battery.* New York: Harcourt, Brace & World, Inc., 1966.

APPENDICES

A. Print Materials

B. Audio-Visual Materials

C. Student Interest Questionnaire

D. Developing a Unit

E. Short Courses and Unit Titles

F. Year-long Interdisciplinary Courses

G. Sample Course Descriptions

27

Appendix A. Print Materials

Some Unusual Materials and Sources of Materials for Level IV

Many American publishers list suitable books, recordings and filmstrips for Level IV. Below are listed some lesser known materials and sources. Most of the materials are produced in other countries.

Adler's Foreign Books, Inc., 162 Fifth Ave., New York, N. Y. 10010 Write for current lists of books available in French, German and Spanish.

American-German Review. National Carl Schurz Assocation Inc., 339 Walnut St., Philadelphia, Pa. 19106. Bimonthly publication. Contains English and German articles about contemporary German culture.

Bravo (formerly *Rasselbande*). Weekly. Illustrated magazine for German Youth.

Brigitte. Biweekly. A German woman's magazine.

Bunte Munchner-Illustrierte. Weekly. A Life magazine format.

Cross World Books & Periodicals, Inc., 333 South Wacker Drive, Chicago, Ill. 60606. Specializes in materials from the U.S.S.R.

El Diario-LaPrensa. 181 Hudson St., New York, N. Y. 10013. Daily except Saturday.

Educacion Quimica. Sociedad Quimica de Mexico, Administracion de Correos, No. 4, Mexico D. D. Quarterly. Spanish language chemical journal for high school students.

Eliseo Torres, P. O. Box 2, Eastchester, N. Y. 10709; 35 Beach Ave., Bronx, N. Y. 10460. Sells books from Spain and Latin America.

Elle. 1212 Avenue of the Americas, Room 1201, New York, N. Y. 10036. Illustrated magazine for French women.

European Publishers Representatives, Inc., 36 West 61st St., New York, N. Y. 10023. Write for list of magazines and books.

L'Express. Illustrated magazine containing articles on literature, politics, current events.

FACSEA (French American Cultural Services and Educational Aids), 972 Fifth Ave., New York, N. Y. 10021. Write for information regarding services, free materials, and rented audio-visuals.

Franz C. Feger, 17 E. 22nd St., New York, N. Y. 10010. Spanish and Portuguese materials.

France-Amerique. Tricolor Publications, Inc., 1111 Lexington Ave., New York, N. Y. 10021. Weekly. For teachers, students, schools, libraries, America's French weekly newspaper.

Four Continent Book Corporation, 156 Fifth Ave., New York, N. Y. 10010. Write for list of Russian materials.

French and European Publications, Inc., 610 Fifth Ave., New York, N. Y. 10020. Books, magazines and newspapers in French, German and Spanish.

Gaceta Illustrada. Lorraine Publications, P. O. Box 4131, Long Island City, N. Y. 11104. Weekly, Similar to Life magazine. Features articles on variety of topics.

German News Co., Inc., 218 E. 86th St., New York, N. Y. 10028. Write for list of newspaper and magazines available by subscription.

Hachette, Inc., 301 Madison Ave., New York, N. Y. 10017. Audiovisual aids for teaching French.

Hispanoamericano. General Prim 38, Mexico 6 D.F. Weekly. Illustrated magazine.

Vernon C. Hammond, Spanish Language Publications Service, 211 South Main, McAllen, Tex. 78501. Offers flexible subscription plans for Spanish language magazines, newspapers, and comic books as well as single copies. Books, records, calendars, greeting cards, and other realia also available. Write for descriptive brochure.

Hearst Corporation, 959 Eighth Ave., New York, N. Y. 10017. International editions of *Popular Mechanics* in Swedish, French and Spanish. *Harper's Bazaar* available in a Spanish edition. Inquire for price.

LeJeune Scientifique. Canadian Association for the Advancement of Science, c.p. 6060, Montreal 3, Canada. Monthly. Illustrated French magazine featuring scientific and technological articles for youth.

Merian. Monthly. Illustrated magazine featuring articles about German localities.

Mundo Hispanico. European Publishers Representatives, Inc., 36 West 61st St., New York, N. Y. 10023. Monthly. Features Hispanic curture in a Life-like format.

Paris Match. Lorraine Publications, P. O. Box 4131, Long Island City, N. Y. 11104. Weekly. An illustrated magazine featuring articles about current events.

Scholastic Magazines, 902 Sylvan Ave., Englewood Cliffs, N. J. 07632. Foreign language periodicals for school use:

Spanish, level 3; *Hoy Dia*
French, level 3; *Chez Nous*
level 4; *Loisors*
German level 3; *Der Roller*

Der Spiegel, Weekly. A weekly news magazine in a *Time*-like format.

Der Stern. German Language Publications, Inc., 75 Varick St., New York, N. Y. 10013. An illustrated magazine somewhat like *Life.*

Temas. Publicationes Cruzada, P. O. Box 141, Orangeburg, S. C. 29115. Newspaper in Spanish for advanced students in high school. Monthly during the school year.

Top (Realites-Jeunesse). Lorraine Publications, P. O. Box 4131, Long Island City, N. Y. 11104. Weekly. French language magazine for teenagers.

Die Zeit. Sophisticated newspaper.

Unsere Zeitung. Monthly. A newspaper, giving a digest of current news. Includes vocabulary listings for all grades. Accompanying phonograph record available on yearly subscription to *Unsere Zeitung.*

Vision. Biweekly. Spanish language magazine published in Mexico.

Appendix B. Audio-Visual Materials

Educational Audio Visual Inc., 29 Marble Ave., Pleasantville, N. Y. 10570. Distributes records, tapes, filmstrips and films, slides and equipment. Materials include conversation training, language drills, literature, culture, history—for Latin, French, German and Spanish.

Encyclopaedia Britannica Educational Corp., 425 North Michigan Ave., Chicago, Ill. 60611. Films, filmstrips, records in French, Latin, and Spanish. Write for catalog.

Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N. Y. 11435. Filmstrips and accompanying tapes in Spanish, German and Latin on a variety of cultural subjects and countries. Write for catalog.

Film Associates of California, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025. French, Latin, Finnish, German, and Spanish 16mm, sound films—rental or sale. Series of film loops in Standard or Super 8mm for teaching French—sale only. Write for information.

Film Rental Service, University of Minnesota Audio-Visual Extension. Minneapolis, Minn. 55455.

Folkways/Scholastic Records, 50 West 44th St., New York, N. Y. 10036. Distributor of Folkways Records. Discs in Latin and many modern languages, including some of those less commonly taught in secondary schools. Catalog upon request.

Hachette, Inc., 301 Madison Ave., New York, N. Y. 10017. Audiovisual aids for teaching French.

Herbert E. Budek Films and Slides, P. O. Box 307, Santa Barbara, Calif., 93102. Filmstrips and slides in color on art and geography. For use in the study of French, German, Italian, Japanese, and Spanish.

E. L. Morthole, 8855 Lincolnwood Drive, Evanston, Ill. 60203. 19 sets of color slides (60 to 70 per set) with German or English tapes and tape script. Write for list and rental cost.

EMC Corporation, 180 East Sixth St., St. Paul, Minnesota 55101. Tapes and records and some books in Latin, as well as German, Hebrew, Russian and Spanish.

Escopel Co., P. O. Box 525, Saddle Brook, N. J. 07662. Spanish filmstrips.

French American Cultural Services and Educational Aids, 972 Fifth Ave., New York, N.Y. 10021.
Bulletin board exhibits, audiovisual aids, and cultural information.
Song and dance materials. Write for catalog.

French and European Publication, Inc., 610 Fifth Ave., New York, N. Y. 10020. Language wall charts, French travel posters, maps showing cultural and geographical data, and other realia. American agents for Michelin Guides and maps. French and Spanish records. French songbooks. French and Spanish games. Write for catalog.

German Service Bureau, University Extension, 432 North Lake St., Madison, Wis. 53706. Write for information and free catalog regarding services and materials.

Gessler Publishing Co., 131 East 23rd St., New York, N. Y. 10010. Filmstrips, games, records, tapes covering a broad variety of subjects in French, German, and Spanish. Songs and songbooks with records. Write for catalog.

Goldsmith's Music Shop, Inc., Language Department, 401 West 42nd Street, New York, N.Y. 10036. Records, tapes, filmstrips and texts in French, German, Italian, Russian, and Spanish. All records include texts. Complete catalog on request.

International Film Bureau, Inc., 332 South Michigan Ave., Chicago, Ill. 60604. French, German, Russian, and Spanish films and filmstrips.

Inter Nationes, Kennedyallee 91-103, 532 Bad Godesberg, Federal Republic of Germany. Source of advice and a limited amount of free material to satisfy specific instructional needs.

Language Strips, 619 Eberwhite, Ann Arbor, Mich. 48103. Filmstrips, tapes, cartoon books in French, Russian, and Spanish.

Library of Congress, Music Division, Washington, D. C. 20540. The Recording Laboratory of the Library of Congress has the following LP records listed in the *Folk Music and Tales* series: *Folk Music of Venezuela, Folk Music of Puerto Rico, Folk Music of Mexico, Bahaman Songs, French Ballads and Dance Tunes, Spanish Religious Songs and Game Songs.* $4.95 each. Write for list of contents.

Lorraine Music Co., P. O. Box 4131, Long Island City, N. Y. 11104. Recordings of French, German, Russian and Spanish songs, drama, poetry, and prose with verbatum texts. Also filmstrips and sheet music.

Mexican Government Tourist Department, 630 Fifth Ave., New York, N. Y. 10020.

NCSA-AATG Service Center, 339 Walnut St., Philadelphia, Pa. 19106. Provides films, slides, filmstrips, and tape recordings on loan to all members. Most of the material is available free of change. Write for catalog.

Pan American Union, Sales and Promotion Division, 17th and Constitution Ave., N. W., Washington, D. C. 20006. Has materials in English and Spanish on a wide variety of subjects. Write for catalogues.

Pathescope Educational Films, Inc., 71 Weyman Ave., New Rochelle, N. Y. 10802. French, Spanish, and German Language Series consisting of multivoice conversational recordings by native speakers, combined with color filmstrips. Photographed in France, Mexico and Germany in natural surroundings, utilizing story background. Basic supplemental materials to become an integral part of teacher's own course for use with any textbook.

Mary S. Rosenberg. 100 West 72nd St., New York, N. Y. 10023. Has available a broad assortment of books, games and other materials in French and German. Write for catalog.

Schoenhof's Foreign Books, Inc., 1280 Massachusetts Avenue, Cambridge, Mass. 02138. Sells books in French, German, Spanish, Russian and Italian. Write for list.

Society for Visual Education, 1345 West Diversey Parkway, Chicago, Ill. 60614. Filmstrips for French, German and Spanish classes. Also color slide sets on France, Mexico, Spain and Germany. Write for information.

Spanish American Services and Educational Aids Society, Cultural Relations Office, Embassy of Spain, 1629 Columbia Rd., N. W., Washington, D. C. 20009. Tapes and color slides on a variety of subjects. Write for brochure with listings.

Spoken Arts, 310 North Ave., New Rochelle, N. Y. 10801. Records of plays, poetry, stories in French, German, Hebrew, Italian, Russian and Spanish. Prerecorded tapes in French and Spanish.

Stanley Bowmar, Inc., 4 Broadway, Valhalla, N. Y. 10595. Distributor of French-text filmstrips produced by the National Film Board of Canada and United Nations filmstrips with French and Spanish text. Also various foreign language records and songs.

Studyscopes Productions, P. O. Box 25943, Los Angeles, Calif., 90025. Color filmstrips and accompanying recordings in Spanish on a variety of subjects pertaining to life in Latin America. Also illustrated books in color covering a broad range of subjects.

Sutherland Educational Films, 201 North Occidental Blvd., Los Angeles, Calif. 90026. Films in French for teaching chemistry.

Wible Language Institute, 24 South Eighth St., Allentown, Pa. 18105. Distributes a wide variety of tapes, filmstrips, transparencies, films, records, and books in many languages. Write for catalogs.

Wilmar Recorders, 921 East Green St., Pasadena, Calif., 91102. Discs and tapes in French, German, Italian, Russian and Spanish.

Appendix C

Sample

Student Interest Questionnaire

This questionnaire will help your teacher to make your foreign language class more interesting for you. Please answer each section carefully.

Name _____ Grade _____

School _____

1. List up to five books which you have chosen to read lately.

   _____ _____

   _____ _____

   _____

2. What are two or three of your favorite television programs?

   _____ _____

   _____ _____

3. What radio stations do you usually listen to?

   _____ _____

4. Rank in order of preference the two or three best films you have seen in the last year (1 is best).

   (1) _____ (2) _____

   (3) _____

5. Check those of the following areas which you find especially interesting. Add any others of your interest areas which may not be included.

art _____	fashions _____	movies _____
astrology _____	folkmusic _____	popular music _____
automobiles _____	grammar _____	science _____
classical music _____	history _____	sewing _____
cooking _____	literature _____	sports _____
travel _____	television _____	stamp collecting _____
other _____	_____	_____

6. What are your current hobbies?

7. What magazines do you read regularly?

8. What parts of the newspaper do you read regularly?

9. What three well-known men do you admire most?

10. What are your first three choices for a vocation? (1 is most preferred).

(1)_____

(2)_____

(3)_____

11. What good things do you see in the world around you?

12. What things do you regard as bad in the world?

13. If you had all the money you wanted what would you do with it?

14. Other Comments

Appendix D. Developing a Unit

The term "Unit of Instruction" has several meanings. It often refers to nothing more than a chapter in a textbook, that is, a grammar unit, or a basic dialogue plus certain activities, such as pattern drills, dialogue adaptations, and recombination narratives.

For more mature learners who have acquired basic skills in language whether their native language or a second one, a unit is more complicated. Properly conceived it is developed around a question or a problem that is meaningful, even exciting for the learner. It may provide for learning in several subject-matter areas, that is, language and social studies or science, and should include a variety of learning activities and materials. A suggested outline follows:

A Good Unit of Instruction

A. Setting or Orientation

1. Are learning materials at the proper linguistic difficulty level available for the students?
2. Are the learners interested in the proposed topic or can they be interested in it?
3. Can the youthful learner understand the complexities of the topic?
4. What linguistic and general experiences must he have had to engage in study of the topic?
5. What common experiences, linguistic and otherwise, must the teacher provide as a prerequisite to work on the unit of study?

B. The objectives

1. To further the student's ability to do independent learning in the foreign language.
2. To stimulate the student's desire to learn through reading in the foreign language, viewing films, and other similar activities.
3. To gain significant knowledge, cultural or social, from the unit activities.
4. To participate in the formulation and acceptance of objectives.

C. The Introduction and Approach

1. Does the unit grow out of an immediate, vital, real, and significant interest and therefore tap the enthusiasm of the group?
2. Is the introduction a joint-cooperative activity of the teacher and students?
3. Do the introduction and approach serve to reveal individual interests and backgrounds that may be cultivated in special independent and group projects, for example, oral and written reports, creative writing?
4. Do the introduction and approach serve to reveal individual needs for special help and attention in understanding the language and concepts peculiar to the topic?
5. Does the introduction provide the student with a comprehensive overview of the unit and understanding of the objectives?

D. The Learning Activities

1. Is there a variety of learning activities provided to meet individual and group interests and needs, that is, activities that call for observation, listening, reading, gathering information, organizing, critical reflection, generalizing, application, creative expression, cooperative action, and social participation?
2. Are there differentiated activities to check quality of learning and remedial activities to correct misunderstandings of content as well as misuse of language?

5. Are there activities designed to improve work and study habits?
6. Are there activities provided to insure that every pupil may experience success?
7. Are there activities provided so that students will become more responsible and self-directive in using the foreign language to increase their own knowledge?
8. Are there planned-in-advance activities which are adaptable to individual needs and interests as the unit develops?
9. Do students have an opportunity to suggest and engage in foreign language activities not included in the original plan?
10. Have sufficient student study aids, source materials, and references in the foreign language been made available?
11. Does the teacher have necessary references and resource materials for his own use?

E. The Evaluation of Individual Growth

1. Are all objectives, linguistic and ideational, evaluated?
2. Do students engage in self-evaluation?

F. General Features of Unit Planning and Construction

1. Is the unit a unified whole designed to further foreign language communication skills through meaningful content?
2. Are activities of the unit in agreement with sound principles of learning?
3. Are the activities realistic and do they embody lifelike use of language?
4. Is the length of the unit determined by the extent, variety, and complexity of the learning activities essential to the realization of the objectives?
5. Is the unit correlated with other foreign language learning units and learning in other subject areas?

Appendix E. Short Course and Unit Titles

Many of these can be used for different languages and cultures.

The Art of Translation
Art in the Hispanic World
The Auto Industry
Auto Racing
The Bauhaus
Black Literature in French
Communications Media
Composition
Creative Writing
Current History
Current Social Problems
Economics
Everyday Spanish Conversation
Footprints of Spain—
Place Names in the United States
France Today—Contrastive Culture
French Canada
A French Coin Collection
French Cooking
French Culture in the West Indies
French in the World
French Inventions and Discoveries
Frenchmen Look at the United States
French Speaking Colonies
Teenagers in France Today
Teenage Literature
These Strange German Ways
A Trip to Spain
Traveling the Pan-American Highway
Twentieth Century History
Understanding French Radio
Understanding the French Film
Urban Geography
Who's Who in France
Writing and Understanding French Correspondence
The Germans in Minnesota
A German Speaking Choir
Grammar Review
Human Geography
Independent Reading
Introduction to Literature
Italian Contributions to Music
Modern French Architecture and Design
Modern Literature
Modern Poetry
The Modern Short Story
A Modern Writer
New Media
Play Production
Pollution Problems in Germany
Reading the Newspaper
Reading Technical Materials
Scientific German Through Films
The Spirit of Spain in America
Spanish for Business
Spanish for the Stewardess
Sports
Superstition

Appendix F. Year-long Interdisciplinary Courses

The following list of course titles is taken from Smith and Ort (9). Descriptions and evaluations of each of these courses can be found in their article. Many of the titles listed previously in the section "Possible Short Courses and Unit Titles" are possibilities as well.

Advanced Placement

Advanced Hispanic Studies

American History in French

Biology in German

Contemporary Hispanic World

Current Affairs

German and World Cultures

Humanities and Area Studies in French

Latin American Civilization

Latin American History in Spanish

Problems of Democracy (in German)

World History in French

World History in Spanish

37

Appendix G. Sample Course Descriptions

The following course descriptions are selected from the list of offerings at Marshall-University High School in Minneapolis, Minnesota.

French

France Today: A Comparison

A comparative study of several aspects of French and American civilization as well as the basic values which are evident in the everyday lives of the people of each country. Topics for study include the family, youth, education, social classes, food, relaxation, religion, government, and economics.

Grammar III: Advanced

A deeper look at specific structural problems facing the advanced student of French. The structures studied are: prepositions (used with verbs, idiomatic distinctions, and geographic names as well as prepositional locations and simple prepositions), conjunctions, and adverbs.

Journalism

A course in French composition in which students develop the writing skill (correct structure, organization of thoughts, vocabulary selection and style) by writing articles for a school French newspaper.

Un Voyage En France

An introduction to France and her people as well as to the whole adventure of preparing for and experiencing foreign travel through a make-believe "voyage en France". Students are guided in the preparations for travel abroad and through a brief tour of France as they plan their personal trips to France.

German

Contemporary Germany

An in-depth study of East and West Germany since World War II with emphasis on the similarities and contrasts between traditional and contemporary values, political and social beliefs in national and international affairs, how Germans interpret and evaluate the world they live in, the transition from a dictatorship to a democracy in both East and West Germany, and the possibility and probability of German reunification. Extensive use is made of audio-visual materials. Students will be expected to improve their German reading and listening skills. Opportunity is given for individual students to improve speaking and writing skills on a voluntary basis.

German Theatre Workshop

Student has opportunity to practise standard German in the production of skits, one-act plays, and scenes from longer dramatic works. Those aspects of theatre necessary for performances are included in the course. Audiences will be class members and invited guests.

Introduction to Literature

This course is designed to introduce the student to some of the more well-known German authors and their works. Readings consist of short stories and excerpts from literary works. A short biographical sketch of each author is given, and main themes of the authors are studied. Students discuss these themes as they pertain to the particular reading selections dealt with in class.

News Media

Students study the various media of mass communication in both East and West Germany, including newspapers, magazines, radio and T. V. Topics to be considered will be circulation, promotion, finan-

cial support, public relations and public opinion, degree of influence or control by outside agencies, censorship, mass communication research, mass media and their social and cultural role, interaction between audience and media, propaganda, nature and responsibilities of communications agencies, news, entertainment, education, and persuasion functions, proportionate use and influence of programs originating in foreign countries. Representative examples of actual programs are used for illustration and analysis.

Spanish

Important Spanish Writers and their Ideas

This course is designed to be a survey of Spanish literature starting with the *Cid* and going on to the contemporary Spanish and Latin American authors as related to their time and the world in which they live. Some of the authors included are: Cervantes, Lope de Vega, Azorin, Unamuno, Dario, Asturias, Borges, Marti, etc.

Modern Problems in Spanish America

Students learn about the natural resources, exports, imports, and American investments in various Spanish-speaking countries. They learn about the problems these countries have in respect to agriculture, food, communication, transportation, and population. In politics the students learn about the consequences of the revolutions, the forms and traditions of government, international relations, taxation, and financing of government projects. Groups of students may study a particular country in more depth.

Sports, Games and Bullfighting

The class looks at the way sports and their fans influence the way of life in Spanish speaking countries. Students learn some of the vocabulary and slang expressions so much a part of the bullfight, baseball, jaialai, golf, soccer, table tennis, and swimming as well as other sports more regional in their development and popularity (i.e. pato, polo, rugby, skiing, etc.). Attention is also given to the influence that English and American sports have had on both language and the Spanish-speaking sports fans.